

Swillington Primary School

Church Lane, Swillington, Leeds, West Yorkshire, LS26 8DX

Inspection dates

27–28 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some groups of pupils do not make sufficient progress.
- Not enough pupils are attaining the higher levels in reading, writing and mathematics.
- The quality of teaching is not consistently good throughout the school.
- Teachers do not always make sure that lessons match the needs of all pupils, including the most able.
- Pupils are not always given sufficient guidance to help them improve their work.
- Leaders are not fully involved in checking the quality of teaching.
- The governing body has yet to develop the skills of holding leaders to account more fully for the progress of different groups of pupils.

The school has the following strengths

- The headteacher is ambitious to drive up standards within the school. She has accurately identified key areas for improvement and has begun to implement change. She is well supported by other leaders and governors.
- Teachers and other adults make sure that pupils are kept safe and understand what to do if there is a problem.
- Pupils are well behaved, feel safe, respectful, enjoy school and are eager to learn new things.
- The ethos of the school is one of care and consideration, where the sense of family is strong.
- Relationships throughout the school are positive.
- Partnerships with parents and professional services help to make sure extra support is always available for the school to make improvements.
- Governors have begun to broaden and deepen their skills through a range of programmes.

Information about this inspection

- Inspectors observed teaching in 17 lessons including some part lessons and two joint observations with the headteacher. They listened to a number of pupils from Years 1, 2 and 3 read. They also looked at a range of samples of pupils’ work from across the school and held discussions with pupils.
- Inspectors considered a wide variety of documents including those linked with pupils’ progress, safeguarding and school policies. They also looked at how school evaluates itself for effectiveness, the minutes of governing body meetings and records of lesson observations.
- Inspectors held meetings with three members of the governing body and a representative of the local authority.
- They took account of parents’ views through informal discussions and 12 responses from the online questionnaire (Parent View).
- The responses from 19 questionnaires from staff were also examined.

Inspection team

Rosemary Batty, Lead inspector	Additional Inspector
Baljinder Khela	Additional Inspector

Full report

Information about this school

- Swillington is a smaller than average sized primary school and is part of the Brigshaw Co-operative Trust.
- The school is housed in new purpose-built, high-quality premises set in spacious, secure grounds.
- The headteacher has only been in post since April 2013.
- A children's centre, which is part of the Trust and a number of other groups, such as 'The Silver Surfers' and various parent groups, make use of the community room throughout the day.
- The proportion of pupils known to be eligible for pupil premium funding is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, those children who are looked after by the local authority and children from service families.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The large majority of pupils are of White British heritage.
- The proportion of pupils from minority ethnic backgrounds is below average and none is at the early stages of learning English as an additional language.
- The proportion of pupils who join or leave the school at times other than normal starting points is average.
- The school is accredited with several awards. These include Healthy School status, the Stephen Lawrence Award and Sports England.
- Some Year 6 pupils have won a mathematics investigation challenge as part of the Brigshaw Trust Investigation fortnight, which is part of the STEM project supported by a major international car manufacturing company.
- There is a breakfast club managed by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the overall quality of teaching to consistently good or better in order to raise the levels of pupils' achievement by:
 - always setting work at the correct level that challenges pupils to achieve as well as they can
 - making sure that marking helps pupils to understand how to improve their work.
- Raise the levels of pupils' achievement by:
 - accelerating rates of progress so that all pupils attain the expected levels
 - increasing the proportion of pupils achieving the higher levels
 - making more effective use of data to monitor the progress of all groups of pupils.
- Strengthen leadership further by:
 - ensuring that middle leaders and subject leaders contribute towards improving the quality of teaching and learning through better monitoring of lessons
 - increasing governors' understanding of data to question pupils' progress more closely.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because inconsistencies in the quality of teaching mean that some pupils in some year groups make uneven progress relative to their individual starting points in English and mathematics.
- Most children enter the Early Years Foundation Stage with skills below those expected for their age. By the end of Year 6, attainment overall is below average in English and mathematics. Not enough of the most able pupils reach the higher levels in these subjects.
- At the end of Key Stage 1, most pupils attain the expected levels in reading, writing and mathematics, but too few pupils attain the higher levels.
- Results in the Year 1 phonics screening check, although below the national average, indicate improved results between 2012 and 2013. The teaching of phonics, that is the link between letters and the sounds they make, is showing an improving picture.
- In Key Stage 2, attainment in mathematics and writing has been below the national average for three years. Attainment in reading has varied from year to year, but dipped in 2013 compared to the previous year. However, the situation is improving because the rate of progress that pupils make as they move across Key Stage 2, is getting faster and many pupils are starting to catch up.
- In 2013, the small number of pupils known to be eligible for the pupil premium made close to expected progress in reading and writing. All made expected or better progress in mathematics. Their rate of progress is the same as similar pupils nationally. This, together with the fact that the school has ensured that there is no gap between the attainment of pupils known to be eligible for free school meals and that of others in the school, indicates the school's commitment to equality of opportunity.
- Disabled pupils and those who have special educational needs make varying rates of progress throughout the school, which is sometimes good. In Year 6 in 2013, they attained less well than similar pupils nationally in reading, writing and mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good or better. In some classes, teaching is not effective enough to promote good progress in reading, writing and mathematics. However, recent initiatives to improve standards are beginning to make a difference, particularly in reading, as a result of more precise teaching and improved reading resources.
- Pupils are reading more widely for pleasure and are captivated by the 'Book Corner Challenge' evident in every classroom. A Year 5 pupil explained to the inspector how the 'Ice Palace' corner had been created by the class to encourage other pupils to ask questions about the book that they had been studying.
- In some lessons, pupils are given opportunities to develop their speaking and listening skills. As a result, they form clear ideas for subsequent writing tasks. This was evident when Year 6 pupils rehearsed figurative language to test its effect upon intended listeners and readers.
- Similarly, in the Reception class, several children were pretending to be in the police force. As they discussed what to do about a crime, one acted as the desk sergeant attempting to record on a computer the incident details, which were being relayed by another child from a walkie-talkie.
- While mainly good teaching was seen during the inspection, pupils' work over time shows that teaching is not consistently good across the school. This is because planned activities are not always matched precisely to individual needs. There is very little difference between the tasks set for the most able pupils and others. Consequently, they are given work that can be completed quickly and often have to wait for the rest of the class before the next task is set. As a result, the most able pupils are not always given work that stretches their thinking or demands more work.
- Although teachers mark work regularly, they do not always provide clear guidance to help pupils improve their work or be clear about the next steps in learning. Teachers often miss opportunities

to develop their basic skills in subjects other than English.

- Most teachers are enthusiastic and have good subject knowledge. In recent times, strong teamwork has developed between teachers and well-trained teaching assistants. Consequently, some groups of pupils are very well supported.
- In all lessons, good relationships exist between pupils and adults. These help pupils to develop good learning attitudes and a desire to learn new things.

The behaviour and safety of pupils are good

- This is a friendly and welcoming school which resonates with happy, enthusiastic children. Pupils are proud of their new school, enjoy what it offers them and are keen to tell visitors all about it.
- Learning attitudes in class are good, with pupils responding rapidly to adult instruction. As a result, little learning time is wasted. Behaviour around the school and in the playground is equally as good because pupils understand the importance of good manners, respect and courtesy towards one another.
- Pupils say that they feel safe. They know the school rules and say that adults apply these consistently and fairly.
- Pupils have a good understanding of the different types of bullying including discriminatory language, prejudice-based bullying and cyber bullying. They say that bullying does not happen often and any incidents that do occur are dealt with swiftly. School records confirm this.
- A strong pastoral system makes sure that pupils who may need additional assistance for their social, behavioural or emotional needs are well supported. By working well with other professional agencies, this help for pupils and their families is strengthened even more.
- Parents speak highly of the school, agreeing that their children are happy, feel safe and that communication between home and school is both frequent and useful.
- Attendance has improved and is now average because the school works relentlessly to ensure that pupils attend regularly, including the provision of a welcoming breakfast club.

The leadership and management requires improvement

- Leadership and management are not yet good because consistently good teaching is not evident in all lessons or in pupils' learning over time to enable all pupils to achieve the highest levels of which they are capable.
- Governors and staff share the headteacher's drive to move the school forward rapidly and to achieve the best possible outcomes for pupils and the school. The school's evaluation of its performance is thorough and matches the inspection judgements. Leaders know what to improve and how it should be done. They have planned appropriate courses of action and have begun to make improvements, but there has been insufficient time for any impact to show in pupils' achievement.
- Middle leaders and subject leaders devise relevant plans to drive up standards. They are not yet fully involved in checking the quality of teaching and learning. They are enthusiastic, want to be more involved and demonstrate the capacity to help make the necessary improvements.
- Systems to monitor and track most pupils' progress are in place and are used to identify pupils who are underachieving. However, the achievement of the most able pupils is not always accurately monitored. Consequently, not enough pupils attain the higher levels of which they are capable in mathematics, reading and writing.
- The information about how well pupils are doing, including the progress of some groups, is shared with the governing body. Governors have already identified a need to learn a wider range of skills to hold leaders to account for all groups of pupils and have a series of plans to make sure this happens soon.
- The curriculum features range topics, often chosen by pupils to capture interest levels. Visits, including residential trips, visitors and after-school clubs, such as steel pans and cheerleading, all

add to its enrichment. Provision for pupils' spiritual, moral, social and cultural development is good. The promotion of Black History is one of many examples that encourage pupils to think about inspirational figures facing major dilemmas who have influenced the world.

- Physical education is well promoted through a partnership agreement with the trust foundation and the use of the new Primary School Sport funding. External sports coaches, the wide range of well-attended, active after-school sessions enable pupils to develop increasingly healthy lifestyles and enhance their physical well-being. Opportunities to participate in competitions and sporting leagues abound.
- The local authority has provided a light-touch approach to the school since the last inspection. It offers the view that the new headteacher is determined to bring about more rapid school improvement and is confident that this will happen.

■ **The governance of the school:**

- The governing body has worked diligently to make sure that the school building project was completed thoroughly and that good quality learning resources are available to promote effective learning. Governors have carried out an audit of their skills and have identified suitable training to improve a range of skills. One such area relates to further developing their understanding of the progress and attainment for all groups of pupils. Governors ensure that systems to check the performance of teachers are in place and that leaders are set targets linked to pupils' progress, school priorities and pay awards. Governors oversee the school's finances, including the new Primary School Sports funding, and ensure that the pupil premium funding is used appropriately. Safeguarding is robust. Although governors ensure that discrimination is not accepted, they have not yet confirmed that the school provides equal opportunities for all because pupils' progress and achievement across the school are uneven.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107843
Local authority	Leeds
Inspection number	425923

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Phil Cook
Headteacher	Sallie Elliott
Date of previous school inspection	1 October 2008
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